

Correspondence of WIDA English Language Development Standards and the Common Core State Standards for English Language Arts

Introduction

What these documents are:

- These documents show correspondences between the WIDA (World-Class Instructional Design and Assessment) English Language Development Standards and the Common Core State Standards in English language arts.
- WIDA is a consortium of 30 states (including New Hampshire) and the District of Columbia that have all adopted the same English language development standards and assessments.

Format of the documents:

- The WIDA English Language Development Standards for English language arts consist of Model Performance Indicators (MPIs) at each of five different levels of language proficiency.
- Each MPI suggests a task that students at a particular level of language proficiency should be able to do to show achievement of a particular subject area standard.
- These documents consist of five WIDA-style MPIs (one for each of the five language proficiency levels) that correspond to selected Common Core State Standards.
- The model performance indicators were written by groups of New Hampshire ESOL and mainstream teachers through a federal Title III Professional Development grant to UNH Manchester.

Suggestions for using the documents:

- Mainstream teachers can use these documents to help understand what can be expected from ESOL students at various levels of language proficiency, and to guide the assessment of students' progress toward meeting Common Core State Standards in English language arts.
- ESOL teachers can use the alignments to help understand what ESOL students are expected to know in English language arts, and to guide the assessment of their progress toward meeting ELA Common Core State Standards.

Important considerations:

- The documents are not curricula or programs of study; they are tools to be used in designing on-going classroom assessment of ESOL students.
- The MPIs are models that should be adapted as needed to meet individual teachers' and students' needs.
- Because the MPIs are geared to different levels of English language proficiency, it is essential to know students' proficiency levels (that information should be available in students' records or from their ESOL teacher).
- It is assumed that the knowledge and skills required to complete the tasks given in these MPIs have been previously taught, using teaching strategies appropriate for ESOL students.
- If WIDA MPIs are not included for a particular standard, or for a particular grade level, you can adapt related MPIs, or create new ones following the same model.
- Leveled texts are essential for teaching and assessing ESOL students' progress in English language arts, especially at lower proficiency levels. Leveling for language proficiency is not the same as leveling for reading ability, so mainstream language arts teachers should contact an ESOL teacher for help in procuring appropriate texts.

Grade 1 Model Performance Indicators that Correspond to the Common Core State Standards for Reading Foundational Skills

Print Concepts

CC.1.R.F.1 ***Print Concepts: Demonstrate understanding of the organization and basic features of print.***

(See MPIs for specific standard below.)

CC.1.R.F.1a ***Print Concepts: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).***

Level 1 Entering	Point to the first word, the capital letter, and the period in a simple written sentence, following teacher prompts.
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Level 2 Emerging	Answer teacher questions about the first word, the capitalized words, and the end punctuation of a simple written sentence (e.g., in response to the teacher question <i>What is the first word in this sentence?</i> student answers <i>The</i>).
Level 3 Developing	Ask and answer questions, with a partner, about the first words of sentences, the capitalization of the first words of sentences, and the end punctuation of sentences, in a leveled text.
Level 4 Expanding	Discuss in a small group why the first word in a sentence always has a capital letter, and why there is always a punctuation sign at the end of a sentence.
Level 5 Bridging	Explain why the first word in a sentence always has a capital letter, and why there is always a punctuation sign at the end of a sentence.

CC.1.R.F.2 *Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).*

(See MPIs for each specific standard below.)

CC.1.R.F.2a *Phonological Awareness: Distinguish long from short vowel sounds in spoken single-syllable words.*

Level 1 Entering	Match long vowel sounds in known single-syllable words spoken by the teacher with the appropriate letter (recognizing that the long vowel sound is the same as the letter name).
Level 2 Emerging	Identify long and short vowel sounds in known single-syllable word pairs as <i>same</i> or <i>different</i> when spoken by the teacher (e.g., <i>pin/pine: different; pine/pine: same</i>).
Level 3 Developing	Identify short vowel sounds in known single-syllable word pairs as <i>same</i> or <i>different</i> when spoken by the teacher (e.g., <i>pin/pin: same; pin/pen: different</i>).
Level 4 Expanding	Identify vowel sounds in known single-syllable words spoken by the teacher as <i>long</i> or <i>short</i> .
Level 5 Bridging	Identify vowel sounds in known and unknown single-syllable words spoken by the teacher as <i>long</i> or <i>short</i> .

CC.1.R.F.2b *Phonological Awareness: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.*

Level 1 Entering	Listen and repeat as the teacher reads the segmented phonemes of familiar single-syllable words; then match the words to pictures.
Level 2 Emerging	Blend beginning, middle, and ending phonemes in familiar single-syllable words, using manipulatives such as letter tiles or magnetic letters (e.g., teacher says <i>b-a-t</i> , child uses letters to create the word and says <i>bat</i>).
Level 3 Developing	Blend and match familiar words to pictures, with a partner.
Level 4 Expanding	Blend and read familiar one-syllable words in context, with a partner or small group.
Level 5 Bridging	Blend and read unfamiliar one-syllable words in sentences or stories, using an alphabet chart.

CC.1.R.F.2c *Phonological Awareness: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.*

Level 1 Entering	Pronounce the beginning sounds of familiar words spoken by the teacher (e.g., the teacher orally identifies the picture of a bed, and the student pronounces the initial sound /b/).
Level 2 Emerging	Pronounce the final sounds of familiar words spoken by the teacher (e.g., the teacher orally identifies the picture of a bed, and the student pronounces the final sound /d/).
Level 3 Developing	Pronounce the middle sounds of familiar words spoken by the teacher (e.g., the teacher orally identifies the picture of a bed, and the student pronounces the medial vowel /e/).
Level 4 Expanding	Identify each sound in a familiar one-syllable word pronounced by the teacher.
Level 5 Bridging	Identify each sound in an unfamiliar one-syllable word pronounced by the teacher.

CC.1.R.F.2d *Phonological Awareness: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).*

Level 1 Entering	Listen and repeat as the teacher pronounces the segmented phonemes of familiar, illustrated words.
Level 2 Emerging	Segment beginning, middle, and ending phonemes in familiar, illustrated spoken words.
Level 3 Developing	Segment beginning, middle, and ending phonemes in familiar spoken words, with a partner.
Level 4 Expanding	Segment familiar spoken one-syllable CVC words into their individual sounds, individually.
Level 5 Bridging	Segment familiar spoken single-syllable words into their complete sequence of individual sounds, including blends (e.g., CCVC or CVCC words).

Phonics and Word Recognition

CC.1.R.F.3 *Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.*

(See MPIs for specific standard below.)

CC.1.R.F.3a *Phonics and Word Recognition: Know the spelling-sound correspondences for common consonant digraphs.*

Level 1 Entering	Listen as the teacher reads a word card showing the name and picture of a known object that begins with a common consonant digraph; then choose letter cards to make the digraph (e.g., teacher shows picture of a church and says /ch/; student chooses letter cards to make <i>ch</i>).
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Level 2 Emerging	Identify consonant digraphs when pronounced by the teacher (e.g., teacher pronounces a word that begins with /sh/ and then isolates and pronounces the digraph; student chooses letter cards to make the digraph <i>sh</i>).
Level 3 Developing	Locate words in leveled text that begin with a common digraph, with a partner, after the teacher first pronounces the digraph and reads a few words that begin with it (e.g., teacher pronounces /th/ and says <i>that, them, those</i> ; students locate words that begin with <i>th</i>).
Level 4 Expanding	Locate words in leveled text that include a common digraph (beginning, medial, or final), with a partner, after the teacher first pronounces the digraph and reads a few words that include it (e.g., teacher pronounces /th/ and says <i>there, weather, teeth</i> ; students locate words that contain <i>th</i>).
Level 5 Bridging	Use knowledge of the spelling-sound correspondences for common consonant digraphs to help read grade-level text.

CC.1.R.F.3b Phonics and Word Recognition: Decode regularly spelled one-syllable words.

Level 1 Entering	Sound out a known one-syllable word shown with a picture and said by the teacher (e.g., teacher shows word <i>hat</i> , picture of a hat, and says <i>hat</i> ; student says the sounds represented by the letters <i>h-a-t</i> , and then the word <i>hat</i>).
Level 2 Emerging	Sound out a known one-syllable word shown without a picture and said by the teacher (e.g., teacher shows word <i>sit</i> , and says <i>sit</i> ; student says the sounds represented by the letters <i>s-i-t</i> , and then the word <i>sit</i>).
Level 3 Developing	Sound out a known one-syllable word shown in written form (e.g., teacher shows the word <i>clap</i> ; student says the sounds represented by the letters <i>c-l-a-p</i> , and then the word <i>clap</i>).
Level 4 Expanding	Sound out an unknown one-syllable word shown and said by the teacher (e.g., teacher shows the word <i>rut</i> , and says <i>rut</i> ; student says the sounds represented by the letters <i>r-u-t</i> , and then the word <i>rut</i>).
Level 5 Bridging	Sound out an unknown two-syllable word shown in written form (e.g., teacher shows the word <i>pencil</i> ; student says the sounds represented by the letters <i>n-u-t-m-e-g</i> , and then says the word <i>nutmeg</i>).

CC.1.R.F.3c Phonics and Word Recognition: Know final -e and common vowel team conventions for representing long vowel sounds.

Level 1 Entering	Sort word cards (one-syllable known words with either short vowels, or long vowels with final -e or common vowel teams) into long and short vowels.
Level 2 Emerging	Sort known words with long vowels with -e or common vowel teams into five categories, one for each of the long vowels, with a partner.
Level 3 Developing	Sort known words with long vowels with -e or common vowel teams into five categories, one for each of the long vowels, with a partner; then read the words.
Level 4 Expanding	Read known grade-appropriate words with long vowels with final -e or common vowel teams.
Level 5 Bridging	Read grade-appropriate words, known and unknown, with long vowels with final -e or common vowel teams.

CC.1.R.F.3d *Phonics and Word Recognition: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.*

(No WIDA MPIs developed.)

CC.1.R.F.3e *Phonics and Word Recognition: Decode two-syllable words following basic patterns by breaking the words into syllables.*

(No WIDA MPIs developed.)

CC.1.R.F.3f *Phonics and Word Recognition: Read words with inflectional endings.*

Level 1 Entering	Match picture cards showing one object or more than one object with word cards showing the singular or plural form (e.g., match a picture of one hat with the word card <i>hat</i> , and a picture of 3 hats with a word card <i>hats</i>); read the cards.
Level 2 Emerging	Read sets of simple sentences containing various inflectional forms of the same verb, after teacher modeling (e.g., <i>Luis likes to bat. He bats a lot. He is batting right now. Yesterday he batted very well</i>).
Level 3 Developing	Locate words containing the inflectional endings <i>-s</i> , <i>-ed</i> , and <i>-ing</i> in leveled text; copy them onto a three-column graphic organizer and read them aloud.
Level 4 Expanding	Read leveled text containing words with inflectional endings.
Level 5 Bridging	Read grade-level text containing words with inflectional endings.

CC.1.R.F.3g *Phonics and Word Recognition: Recognize and read grade-appropriate irregularly spelled words.*

Level 1 Entering	Read the most common familiar irregularly spelled words when they appear in simple sentences, with a partner.
Level 2 Emerging	Read the most common familiar irregularly spelled words when they appear in leveled text, with a partner.
Level 3 Developing	Read common familiar irregularly spelled words when they appear in leveled text, with a partner.
Level 4 Expanding	Read less-common familiar irregularly spelled words when they appear in leveled text.
Level 5 Bridging	Recognize and read grade-appropriate irregularly spelled words.

Fluency

CC.1.R.F.4 *Fluency: Read with sufficient accuracy and fluency to support comprehension.*

(No WIDA MPIs developed.)

CC.1.R.F.4a *Fluency: Read on-level text with purpose and understanding.*

(No WIDA MPIs developed.)

CC.1.R.F.4b *Fluency: Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.*

(No WIDA MPIs developed.)

CC.1.R.F.4c *Use context to confirm or self-correct word recognition and understanding, rereading as necessary.*

(No WIDA MPIs developed.)